



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Falmouth High School

SAU: Falmouth School Department

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2011-2012 NCLB Report Card



School: Falmouth High School
SAU: Falmouth School Department
Grade: High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	150	143	95	79	79	47	29	50	17	4	142	1	
	2010-2011	175	172	98	83	83	50	28	55	13	4	169	3	0
Female	2009-2010	71	66	93	74	74	49	30	44	21	5			
	2010-2011	77	75	97	85	85	54	27	59	13	1			
Male	2009-2010	79	77	97	83	83	46	29	55	13	4			
	2010-2011	98	97	99	81	81	46	29	53	12	6			
Caucasian/White	2009-2010	148	142	96	80	80	48	30	50	16	4			
	2010-2011	169	167	99	83	83	51	28	55	13	4			
African American/Black	2009-2010	0	0				28							
	2010-2011	0	0				23							
Hispanic	2009-2010	0	0				42							
	2010-2011	4	3	75			45							
Asian or Pacific Islander	2009-2010	2	1	50			41							
	2010-2011	2	2	100			51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	0	0				35							
Economically Disadvantaged	2009-2010	7	3	43			31							
	2010-2011	3	2	67			34							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	12	11	92	45	45	16	9	36	18	36			
	2010-2011	15	14	93	43	43	17	<1	43	43	14			
Limited English Proficient	2009-2010	1	1	100			13							
	2010-2011	0	0				9							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	150	143	95	91	91	45	21	70	6	3	140	3
	2010-2011	175	172	98	83	83	49	13	70	12	5	169	3
Female	2009-2010	71	66	93	89	89	43	21	68	11	<1		
	2010-2011	77	75	97	81	81	47	7	75	12	7		
Male	2009-2010	79	77	97	92	92	47	21	71	3	5		
	2010-2011	98	97	99	84	84	51	18	66	12	4		
Caucasian/White	2009-2010	148	142	96	91	91	46	21	70	6	3		
	2010-2011	169	167	99	82	82	50	12	70	13	5		
African American/Black	2009-2010	0	0				22						
	2010-2011	0	0				21						
Hispanic	2009-2010	0	0				40						
	2010-2011	4	3	75			36						
Asian or Pacific Islander	2009-2010	2	1	50			51						
	2010-2011	2	2	100			62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	0	0				32						
Economically Disadvantaged	2009-2010	7	3	43			28						
	2010-2011	3	2	67			31						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	12	11	92	64	64	14	9	55	18	18		
	2010-2011	15	14	93	50	50	15	7	43	14	36		
Limited English Proficient	2009-2010	1	1	100			16						
	2010-2011	0	0				17						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students													
	2010-2011	175	170	97	64	64	44	11	54	19	16	167	3
Female													
	2010-2011	77	75	97	63	63	40	7	56	27	11		
Male													
	2010-2011	98	95	97	65	65	48	14	52	14	21		
Caucasian/White													
	2010-2011	169	165	98	64	64	45	10	53	19	17		
African American/Black													
	2010-2011	0	0				19						
Hispanic													
	2010-2011	4	3	75			37						
Asian or Pacific Islander													
	2010-2011	2	2	100			49						
American Indian or Native Alaskan													
	2010-2011	0	0				26						
Economically Disadvantaged													
	2010-2011	3	2	67			29						
Migrant													
	2010-2011	0	0										
Students with Disabilities													
	2010-2011	15	13	87	31	31	14	15	15	31	38		
Limited English Proficient													
	2010-2011	0	0				10						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	98	96	81	81	49	98	98	96	87	87	47	97	97	83
Caucasian/White	99	99	96	81	81	50	99	99	96	86	86	48	96	96	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	100	100	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	100	100	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	100	100	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	100	100	67
Economically Disadvantaged	*	*	94	*	*	33	*	*	94	*	*	30	67	67	71
Students with Disabilities	*	*	91	46	46	17	*	*	91	58	58	15	84	84	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	100	100	80

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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Maine Teacher Quality Data



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	16	7	26	1	6	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	5

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.